

RULES OF THE AMBLESIDE STUDENTS' HOLIDAY COURSE ASSOCIATION.

1. That an Ambleside Students' Holiday Course Association should be formed with a membership fee of 1s.
2. Each local secretary to inform the general secretary, Miss Moffatt, 68, Forest Road, Aberdeen, of the proposed arrangements for holiday courses to be held in her district at least three months before the time fixed.
3. Each local secretary to inform all those in her district of the proposed arrangements for holiday courses, if possible three months before the time fixed.
4. Tuition fees to be paid one month before the date of the proposed holiday course, and in no case to be refunded, unless the course be not held.
5. Students in the various districts to be assigned to branch secretaries according to their post and *not* home addresses.
6. A member of the Holiday Course Association may attend any holiday course.
7. Local secretaries to submit their accounts and surplus money to the general secretary by 1st November each year.

THE PEACE MEMORIAL.

At the Conference meeting all the suggested schemes were brought forward, but the great majority of votes was for a bursary. Will all students, therefore, who wish to share in this send subscriptions as soon as possible to

Miss W. KITCHING,
18, Hastings Road,
Ealing, London, W. 13.

The total sum will then be invested and the interest used to help some student in her college course at Scale How.

Miss Mason will always choose the student, but she will be asked to give preference to one who has in any way suffered through the war.

Peace Memorial Discussion.

Miss Pennethorne suggested that a camp or hospital hut might be bought, to act either as a chapel or common room.

The question was raised as to why a peace memorial was necessary at all. The answer being that it was an outward sign of our thanksgiving.

There was rather a general feeling that there ought to be, in addition to the large memorial, some small thing to be looked at,

such as a bronze tablet or a sundial. A large majority was in favour of a bursary which would help toward paying the fees of one student in each set.

Mrs. Gould suggested that it should be a thankoffering first to Scale How for existing, and that we should do something for Scale How as a thing of national importance; and that, therefore, the best way would be to amplify and dignify Scale How as an institution, and that we should offer the money to Miss Mason to be used in extension of the premises as she thinks best. We should thus help to dignify the life of the college.

The list of suggestions and the number of votes for each is as follows:—

- Swimming bath, 0.
- Elementary schools, 0.
- Child kept at school, 0.
- A chapel, 0.
- A common room, 3.
- A new practising school, 0.
- A library, 4.
- All the remainder were in favour of the bursary.

E. SOMERVILLE.

THE P.U.S. IDEAL IN EDUCATION.

Our ideal is a very high and a very comprehensive one.

Every Association must have an ideal before it continually. It is a progressive ideal, and will therefore keep the P.U.S. education a living thing. This is shown by the fact that Miss Mason's methods now benefit the elementary school child as well as the child in the home schoolroom for whom they were originally intended.

When we think of the ideal P.U.S. child it is of his or her character, not attainments. We have in our minds a child who is thoroughly *alive* every hour of the day; someone whose life is enriched by many and varied deep interests; someone whom we can rely upon both in the ordinary daily round and also in any unforeseen emergency; someone self-controlled; who takes the trouble to have, as far as is humanly possible, a "right judgment in all things," who radiates health and happiness. And such a character the P.U.S. is constantly producing in spite of our blunders—I can think of several examples within my own narrow experience. But in mentioning the catholic tastes and interests of our ideal child, I think it is very important for us not to forget that she also has an *accurate* store of knowledge for her lasting possession, and when our pupils pass out of the school with only a hazy acquaintance with most subjects, the failure is not due to the methods we

are taught to use, but to our own slipshodness in carrying them out. I think there are a certain number of us who do not realize how high an ideal Miss Mason sets before us in the matter of *thorough* knowledge. This part of our pupils' training is of course of quite secondary importance to the character building and the love of knowledge that almost everyone whom Miss Mason trains seems to have the power of giving to her pupils, but judging from my own experience it is the weak spot in the P.U.S., and I think some of us lose sight of the fact that it is better to know a little and to know it perfectly, in subjects like French, Latin, or repetition, than to have covered a great deal of ground and know nothing thoroughly. Though efficiency and a knowledge of facts are not what we aim at, they are only a means to an end, it seems a great pity that we sometimes bring discredit on Miss Mason and her methods, not so much because we are not clever people, and have not a high standard of personal attainments, as by the want of imagination that makes us satisfied with inaccurate knowledge. We are unable, or do not take the trouble to see the consequences in store for the child, if to-day's lesson is imperfectly learnt. To fail in this way is an offence to the children. It is putting a stumbling-block in their way, for it is natural to them to like accuracy. Have you not found that they would much rather know a thing perfectly, however much "grind" it means for them, if only you keep their eyes open to the importance of not passing over any unnecessary mistakes. Think, for instance, of absolutely word-perfect repetition, a French verb known correctly, down to the last accent, German and Latin declensions known perfectly for good and all. All these things are quite possible to every normal child, but I am inclined to think there must be a few students who *never* get this accuracy from their pupils, probably because they do not know themselves what it is to be strictly accurate, or have not the patience to keep the children slogging on till they succeed. It has been my experience that the children like drudgery once they have known the joy of doing a thing perfectly, and by no means find it distasteful. People sometimes talk as if we had to choose between enjoying a wide range of interests and being efficient, accurate people. Surely it is both right and possible to combine the two.

But to go back to our consideration of the ideal child. Let us see how Miss Mason teaches us to make our children into such attractive people. Her ideal stands before us whichever side of human nature we examine, whether we are thinking of the physical, mental, moral or spiritual side. It is difficult to separate these different aspects, or to assign to them relative degrees of importance. In starting with the physical ideal we shall be following the order in which Miss Mason herself teaches us; and it needs our careful consideration, for so much of the rest of our training of the children is affected by their physical health and development. A large part of Miss Mason's teaching on this subject is outside our province as a rule, such as seeing that the children have the right food and clothes, etc., but as far as we can

it is our business to see that the children get every opportunity of approaching the ideal. They are to taste the pleasures of riding, skating, swimming, dancing, etc., and though it does not generally lie within our power to get all of these, yet we can always see that they get plenty of fresh air and exercise. We can as a rule teach them to be sure-footed and agile, by encouraging them to climb about, and practise feats of jumping. I do not suppose that anyone finds it difficult to get her pupils to play the "noisy games" Miss Mason advocates! With her time-table, there is plenty of time for the children to get out-of-door exercise, and then there is the half-hour in the morning during school time, part of which has to be spent in some organized form of exercise, such as ball-exercises, steps, or drill. The consideration of exercise leads us to remind ourselves how the children's education should be carried on during walk-time. Here is the chance for them to learn out-of-door geography, and gain ideas of distance and direction, and more important still to become students of nature.

Now we will turn to the schoolroom, and see how we are taught to develop and train the minds of our pupils. You all know so well the varied and carefully chosen mental diet that Miss Mason offers them, and how she tells us that the mind grows by what it feeds on just as the body does. Like the body, too, it is made strong by exercise. Let us first of all think how we are to help the children's minds so to digest the knowledge they gain from their books that they may be ever approaching the ideal of mental development. The act of narration which is so distinctive of Miss Mason's method corresponds to the physical process of digestion, and if we fully realize this, we shall not be tempted ever to "skip" narration. Have you ever thought in giving a lesson, "Well, I'm sure they know that beautifully. I won't waste time in hearing them narrate that?" But anything not narrated is only partially digested, and older girls who read to themselves for the whole lesson must be taught to narrate to themselves as they go along. Otherwise the part read will not remain clearly in their minds. It is difficult to find enough time in the IV, V, and VI Forms for thorough narration, but we must remember that properly-digested knowledge is more essential than the mere getting through the term's work. Miss Mason reminded us one day last term, that we must not tire the children by attempting too much in a lesson, for though the lesson may seem to go easily, the process of narration, which involves a continual asking of oneself "What next?" means hard work for the children. And here it may be well to remind ourselves of how we learnt at criticism lessons not to interrupt, or even help out, narration with questions, for in so doing, we upset the train of the narrator's thoughts. A written report has to be given at least twice each morning, so that the children may learn to express themselves in good English, and they should be trained always to leave time to read a report through after writing it, so as to avoid unnecessary mistakes in spelling and punctuation. Another point that Miss Mason lays great stress upon is that there shall be only a single reading of each passage.

We all *know that*, but sometimes when we leave a child to read a lesson to herself, we give her more time than she needs to get through it, with the result that perhaps she looks it through again while she is waiting for us to come and hear her narrate. We must guard carefully against this, and explain to her that if she knows she is going to have a second chance of taking in what she has read, her mind will not attend to it properly the first time. Then the second means of reaching our intellectual ideal is the mental exercise afforded by the study of mathematics and languages. We have not time to go into the study of these in detail, but since the arithmetic of the P.U.S. is almost universally unsatisfactory, let us, in passing, try to discover why it falls so far short of the ideal which Miss Mason gives us. She makes it very clear to us that the child's reasoning powers must be called into play all the time. Do we try to see that that really happens, or do we shirk finding out if the child thoroughly understands what she is doing? Children are sometimes most extraordinarily at sea over arithmetic, and it requires infinite patience to keep them in a condition of seeing daylight, but often we do not keep ourselves alive enough to the danger of their being able to do sums mechanically without using their understanding, and then it fills us with something like despair when the examination makes it clear that the term's work has had *no* educational value for them. I should very much like to know the secret of the success of elementary school arithmetic. Of course they give more time to it, and I have wondered sometimes if *one* extra half-hour a week in Forms II and III on Wednesdays, when the time-table allows no time for mathematics, would not make a good deal of difference. But we must pass on to consider briefly how Miss Mason teaches us to train the moral side of the children. This is to be done through the discipline of habit. We are to work steadily and patiently at helping them to get rid of bad habits and to form good ones in their place. Do we always remember to put into practice the way in which we have been taught to do this? Are our children gradually but surely acquiring new good habits in the place of bad ones? Have they formed the habits of attention, obedience, tidiness, truthfulness, etc.? As they get older we are to teach them that if only they reject wrong thoughts as soon as they attack their minds, evil will have no power over them.

They have only resolutely to change their thoughts, whenever they become aware of the attack of a bad thought, and the battle will be comparatively easily won.

And lastly, let us contemplate the spiritual ideal of the P.U. School. We are to give the children such inspiring ideas of God that they may grow up happy in the consciousness that "the soul of man is for God, as God is for the soul." Then their religion will be the atmosphere of their lives, and nothing that they do will be uninfluenced by it. Their lessons will be more than ever a joy to them, for they will know that all knowledge is the gift of the Holy Spirit.

B. MILLAR.

CONFERENCE SUNDAY "MEDITATIONS."

So great was the gathering on Sunday afternoon that we had to break the custom of ages, and "Meditations" took place in the classroom instead of the drawing-room. However, in spite of the change of place the atmosphere was the same.

Miss Mason gave us first the note of power and hope of the Easter Collect—that good intentions may be brought to good effect. Then from *The Saviour of the World* Miss Mason traced the career of the disciple John the Baptist—none greater born of women and yet, "He that is least in the Kingdom of Heaven is greater than he." Miss Mason read the extracts and commented upon them, taking his history, his "great recognition" of our Lord, his intuitive perception that the cause must always be greater than he who works for it, "He must increase and I must decrease" and his passing phase of loss of hope and vision, "Art thou he that should come, or do we look for another?" Then, lest we should think it a hard saying that a man "more than a prophet" should be less than any humble child of the kingdom of God, Miss Mason read to us the dialogue between the disciple and the Master from *The Saviour of the World*, with its ultimate conclusion in the "conviction which broke John's heart." And it is a warning for all women to remember the ultimate words on his final end, who fell "slain by a woman's hate of righteousness."

R. A. PENNETHORNE.

THE ASSOCIATION MEETING.

A short history of the Association was given, telling of its growth and development from the time it was first started by Miss Lanphier and others in 1895 down to the present day. By 1908 it had grown considerably, and so the S.E.C. was formed whose chief business should be to plan the programmes for the biennial conferences—a fresh committee being elected at each conference. It was decided at the meeting this year to increase the number of ordinary members to nine—so that the S.E.C. should be as representative as possible. The result of the voting and the names of the new committee will be found on another page.

The question of life membership was discussed, and it was decided that any student might become a life member on payment of £5. The money of course would be invested and the interest used in place of the annual subscription.

The matter of the Della Robbia plaques voted for at the last Conference was also discussed. Students will remember that the balance of the coming-of-age presentation money was to be spent in this way, and it was decided that the order should be carried through as quickly as possible.

Miss Parish pleaded hard for fresh subscribers to the *Children's Quarterly*: otherwise she feared that it would have to come to an end. Another point brought forward was that of the students' meetings in town, and after a good deal of discussion it was decided that a small committee of London students should be formed which would draw up a plan of campaign and arrange for meetings to be held in various places, and that some definite programme should be planned for each, one student holding herself responsible for each meeting. We hope very much that the efforts of this committee will meet with much success.

Some discussion about the magazine followed, and Miss J. R. Smith suggested debates on given subjects and other ways by which the PLANT could be made both helpful and attractive. All articles must be signed with the writer's own name, though plain questions may be asked anonymously.

Finally, Miss W. Kitching reported on the Scale How Mission Fund, and proposed a very hearty vote of thanks to all the present students for all they had done to add to the success of the Conference. This was carried with great applause.

LILIAN GRAY.

CONFERENCE BALANCE SHEET, APRIL, 1919.

Received.		Paid away.	
94 tickets at 2/6	£11 15 0	Printing programmes,	
Extra Subscriptions		etc.	£4 11 0
at Conference ...	£12 11 6	" At Home " tea :	
		Crockery 17 9	
		Tea ... 4 6	
		Margarine 1 0	
		Milk ... 4 0	
		Walton 16 6	
		Jackson 19 2	
		Longmire 15 6	
		Scale How maids... £2 0 0	
		Photo and books for	
		Miss Crawshaw ... 9 6	
		Caretaker 5 0	
			£11 3 11
		Balance towards	
		Conference Plant	£13 2 7
			£24 6 6
	£24 6 6		

LILIAN GRAY,
Hon. Treasurer.

S. E. COMMITTEE, 1919-1921.

Miss Parish	1902	57 votes
Miss W. Kitching	1893	56 "
Miss Wix	1903	55 "
Miss Curry	1912	49 "
Mrs. Esslemont	1903	46 "
Mrs. Hughes-Jones	1898	42 "
Miss Claxton	1914	40 "
Miss Bernau	1894	35 "
Mrs. Shelley	1912	26 "
Ex-officio--		
Hon. Editor, Miss J. R. Smith	64	"
Hon. Secretary, Miss Gray	78	"
Hon. Assistant Secretary, Miss Young	42	"

MOTHERS IN COUNCIL.

The Mothers' Meeting at the Conference was held on Friday, April 25th, when there were present Mmes. Hughes-Jones, Pringle, Brittlebank and Cooper. The first point discussed was a choice of singing-books, and the following were recommended: *A Child's Garden of Verses*, illustrated by Margaret Tarrant, music by Rev. Thomas Crawford; *Chansons romandes et enfantines*, by Jacques Dalcroze; and *A Joyous Book of Singing Games*, by John Hornby; suitable for quite small children. "A Mother's Son," by Eleanor Fortescue Brickdale (price 7/6), was recommended as a good modern nursery Madonna picture, and there is another part belonging to it more suited to older children, consisting of the descent from the Cross.

The difficult problem of when to start children's prayers was the next topic. One mother mentioned an instance in which a speaker from the Mothers' Union stated that when her babies were about eight months old she used to fold their hands together night and morning and say a little prayer, so that they could never remember a time when they had not said prayers.

In this connection a great need for a book of prayers suitable for little children was expressed and suggestions on this point are invited. When first to teach a child about God was felt to depend chiefly on opportunity, as children vary so tremendously. The first idea of God is best given by dwelling on His Fatherhood, as Miss Mason suggests in *Home Education*.

Mrs. Morton's letter in a recent number of the PLANT was discussed, and all present agreed that the duty of public worship should always be placed before children. The restless rushing from one place of worship to another in search of good preachers was also deprecated; attendance at one's own parish church should be regarded as part of good citizenship.

M. E. BRITTLEBANK (née Davis).